

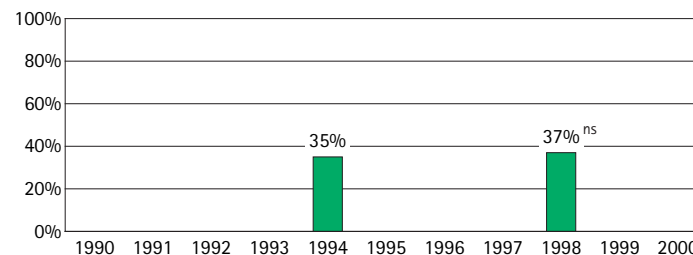
## 1. Improvement Over Time

Have Montana's 4th graders improved in reading achievement?

*Not yet. Between 1994 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.*

*The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.*

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



<sup>ns</sup> Interpret with caution. Change was not statistically significant.  
Reading performance will be tested again in 2002.

## 2. State Comparisons<sup>†</sup>

How did Montana compare with other states in 4th grade reading achievement in public schools in 1998?

**10 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

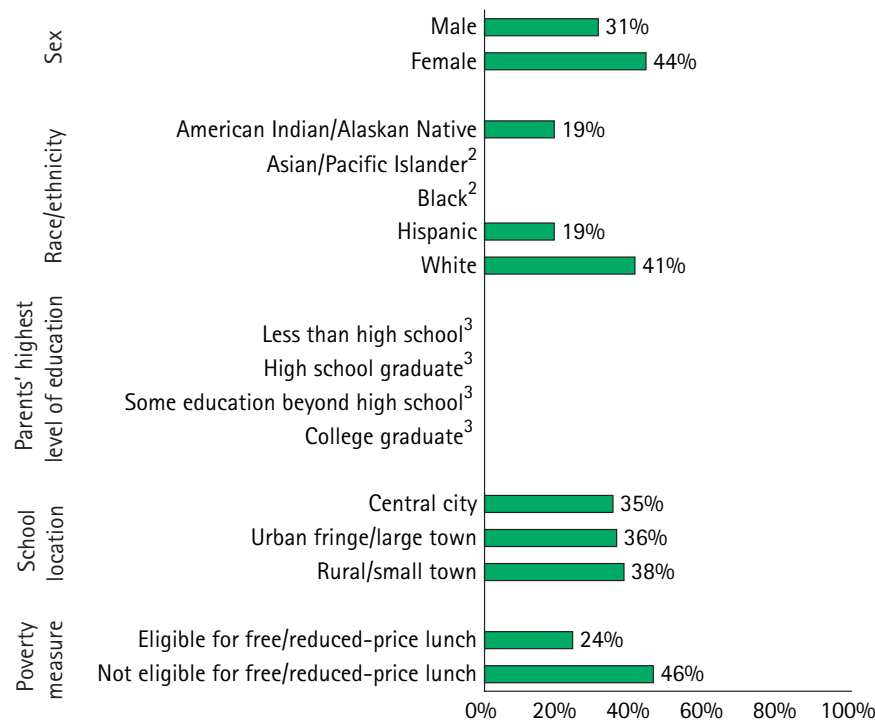
Connecticut	46%	Iowa	35%
New Hampshire	38%	Colorado, Kansas, Wisconsin	34%
<b>Montana</b> , Massachusetts	<b>37%</b>	Rhode Island	32%
Maine, Minnesota	36%		

**30 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

<b>U.S.*</b>	<b>31%</b>	Arkansas, Florida	23%
Oklahoma, Virginia, Wyoming	30%	Arizona, New Mexico, South Carolina	22%
Kentucky, Maryland, Missouri,	29%	Nevada	21%
New York, Texas, Washington,		California	20%
West Virginia		Louisiana	19%
Michigan, North Carolina, Oregon,	28%	Mississippi	18%
Utah		Hawaii	17%
Delaware, Tennessee	25%	District of Columbia	10%
Alabama, Georgia	24%	Virgin Islands	8%

## 3. Subgroup Performance

What percentages of public school 4th graders in different subgroups<sup>1</sup> in Montana were at or above Proficient on the 1998 NAEP reading assessment?



<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

<sup>1</sup> See explanation on pp. 2-3.

\* Figure shown for the U.S. includes both public and nonpublic school data.

<sup>1</sup> Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

<sup>3</sup> No data reported for 4th graders by parents' highest level of education in 1998.

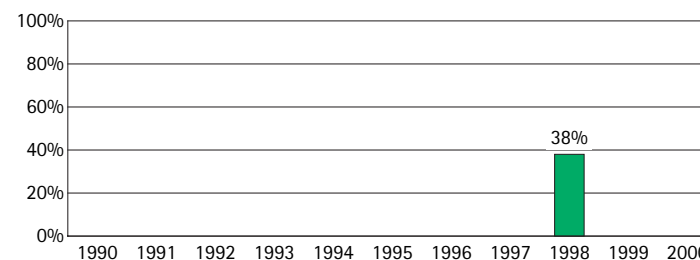
## 1. Improvement Over Time

Have Montana's 8th graders improved in reading achievement?

*In 1998, 38% of Montana's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.*

*The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.*

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

## 2. State Comparisons<sup>†</sup>

How did Montana compare with other states in 8th grade reading achievement in public schools in 1998?

**9 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Connecticut, Maine	42%	Kansas	35%
<b>Montana</b>	<b>38%</b>	New York	34%
Minnesota	37%	Oregon, <sup>2</sup> Virginia, <sup>2</sup> Wisconsin <sup>2</sup>	33%
Massachusetts	36%		

**28 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

<b>U.S.*<sup>2</sup></b>	<b>33%</b>	Delaware, Georgia	25%
Washington	32%	Nevada, New Mexico	24%
Maryland, North Carolina, Utah	31%	Arkansas, Florida	23%
Colorado, Rhode Island	30%	California, South Carolina	22%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Alabama	21%
Arizona, Texas	28%	Hawaii, Mississippi	19%
West Virginia	27%	Louisiana	18%
Tennessee	26%	District of Columbia	12%
		Virgin Islands	10%

<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

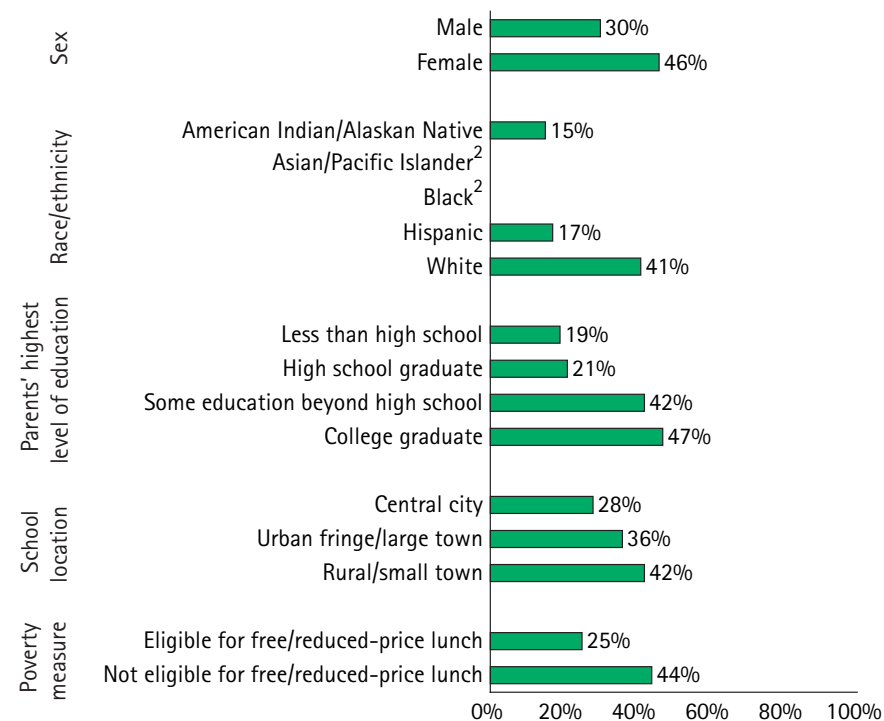
<sup>1</sup> See explanation on pp. 2-3.

<sup>2</sup> State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

\* Figure shown for the U.S. includes both public and nonpublic school data.

## 3. Subgroup Performance

What percentages of public school 8th graders in different subgroups<sup>1</sup> in Montana were at or above Proficient on the 1998 NAEP reading assessment?



<sup>1</sup> Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.